

## Septima P. Clark Corporate Academy

1929 Grimball Road  
Charleston, SC 29412

**Grades** 9-12 High School

**Enrollment** 99 Students

**Principal** Paula D. Gaffney, Ph.D. 843-762-2774

**Superintendent** Dr. Maria L. Goodloe-Johnson 843-937-6319

**Board Chair** Ms. Nancy Cook 873-760-2635

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	8	3	15

### IMPROVEMENT RATING

N/AV

### ADEQUATE YEARLY PROGRESS

NO

This school met 2 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	No
2005	Unsatisfactory	N/A	No
2006	Unsatisfactory	N/AV	No

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	41.7	41.2	47.6	N/A	52.8	60.6
Passed 1 subtest	33.3	52.9	33.3	N/A	23.2	18.0
Passed no subtests	25.0	5.9	19.0	N/A	24.0	21.9

**HSAP PASSAGE RATE BY SPRING 2006**

	Our School	High Schools with Students Like Ours
Percent	76.9%	85.6%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

	Our School	High Schools with Students Like Ours
Percent of		
Seniors eligible for LIFE Scholarships at four-year institutions*	0.0	3.3
Seniors who met the SAT/ACT requirement	0.0	3.5
Seniors who met the grade point average	11.1	35.1

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	Our School	High Schools with Students Like Ours
Number of Students	30	156
Number of Diplomas	11	101
Rate	36.7%	67.5%

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	81.3	67.1
English 1	50.0	50.0
Biology 1/Applied Biology 2	11.8	33.3
Physical Science	24.4	23.0
All Subjects	43.8	43.7

**PERFORMANCE BY STUDENT GROUPS**

	HSAP Passage Rate by Spring 2006		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	13	76.9	18	0.0	11	36.7	No
<b>Gender</b>							
Male	6	100.0	9	0.0	17	41.2	N/A
Female	7	57.1	9	0.0	13	30.8	N/A
<b>Racial/Ethnic Group</b>							
White	2	100.0	2	0.0	4	25.0	N/A
African American	9	77.8	16	0.0	25	40.0	N/A
Asian/Pacific Islander	N/A	N/A	0	0.0	N/A	N/A	N/A
Hispanic	2	50.0	0	0.0	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	0	0.0	N/A	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	13	76.9	15	0.0	30	36.7	N/A
Disabilities other than speech	N/A	N/A	3	0.0	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	0.0	N/A	N/A	N/A
Non-migrant	13	76.9	18	0.0	30	36.7	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	0	0.0	N/A	N/A	N/A
Non-Limited English Proficient	12	83.3	18	0.0	29	37.9	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	9	77.8	22	40.9	22	40.9	N/A
Full-pay meals	4	75.0	2	0.0	8	25.0	N/A

n = number of students on which percentage is calculated

**Abbreviations for Missing Data**
**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 52.3%</b>									
All Students	21	100.0	35.0	35.0	30.0	N/A	30.0	No	Yes
<b>Gender</b>									
Male	11	100.0	54.5	18.2	27.3	N/A	27.3	N/A	N/A
Female	10	100.0	N/A	N/A	N/A	N/A	0.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	19	100.0	31.6	36.8	31.6	N/A	31.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	21	100.0	35.0	35.0	30.0	N/A	30.0	N/A	N/A
Disabled	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	21	100.0	35.0	35.0	30.0	N/A	30.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	21	100.0	35.0	35.0	30.0	N/A	30.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	14	100.0	28.6	42.9	28.6	N/A	28.6	I/S	I/S
Full-pay meals	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>Mathematics – State Performance Objective = 50.0%</b>									
All Students	21	100.0	40.0	50.0	10.0	N/A	15.0	No	Yes
<b>Gender</b>									
Male	11	100.0	27.3	54.5	18.2	N/A	18.2	N/A	N/A
Female	10	100.0	N/A	N/A	N/A	N/A	0.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	19	100.0	42.1	52.6	5.3	N/A	10.5	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	21	100.0	40.0	50.0	10.0	N/A	15.0	N/A	N/A
Disabled	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	21	100.0	40.0	50.0	10.0	N/A	15.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	21	100.0	40.0	50.0	10.0	N/A	15.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	14	100.0	35.7	57.1	7.1	N/A	14.3	I/S	I/S
Full-pay meals	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 99)</b>				
Retention rate	40.9%	Up from 37.2%	10.1%	7.0%
Attendance rate	93.6%	Down from 95.2%	94.8%	95.5%
Eligible for gifted and talented	0.0%	Down from 1.9%	3.7%	7.9%
With disabilities other than speech	4.3%	Down from 4.7%	15.8%	12.3%
Older than usual for grade	68.7%	Up from 57.8%	13.6%	9.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	6.1%	Down from 14.4%	2.1%	1.2%
Enrolled in AP/IB programs	14.6%	Up from 0.0%	6.0%	11.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Eligible for LIFE Scholarship*	0.0%		3.0%	10.2%
Annual dropout rate	1.2%	Down from 14.0%	3.5%	2.8%
Career/technology students in co-curricular organizations	0.0%	No change	3.4%	3.5%
Enrollment in career/technology center courses	38	Down from 50	290	448
Students participating in worked-based experiences	18.8%	Down from 41.4%	17.3%	24.2%
Career/technology students mastering core competencies	34.2%	Down from 44.0%	73.3%	80.0%
Career/technology completers placed	N/A	N/A	98.9%	99.1%

\* Using only SAT/ACT and Grade Point Average requirements.

**Teachers (n= 20)**

Teachers with advanced degrees	60.0%	Up from 56.3%	49.3%	55.5%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	12.5%	9.6%
Teachers with emergency or provisional certificates	38.9%	Down from 42.9%	18.3%	9.9%
Teachers returning from previous year	N/A	N/A	81.0%	86.3%
Teacher attendance rate	95.0%	Down from 97.8%	95.0%	95.3%
Average teacher salary	\$38,153	Down 0.5%	\$41,015	\$42,943
Prof. development days/teacher	15.8 days	Up from 14.3 days	11.6 days	11.2 days

**School**

Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	9.9 to 1	Down from 10.8 to 1	22.3 to 1	25.7 to 1
Prime instructional time	87.7%	Down from 92.6%	87.7%	89.3%
Dollars spent per pupil*	\$15,902	Up 27.7%	\$8,102	\$6,792
Percent of expenditures for teacher salaries*	48.4%	Up from 47.1%	52.1%	55.3%
Percent of expenditures for instruction*	58.8%		59.0%	61.1%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	99.0%	No change	87.4%	92.8%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school *or greater than last year	94.0%*	No

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Septima P. Clark Corporate Academy, a magnet high school in Charleston County School District, provides College Prep, Tech Prep, Honors and Advanced Placement courses in a nurturing school environment. Supportive services are provided to enable students to stay focused and earn a high school diploma. Through our partnership with Communities in Schools (CIS), students in need of a positive relationship with a caring adult are matched with mentors. These volunteer mentors meet with students regularly to help them learn the importance of making good decisions.

Clark Academy facilitates academic success by providing experiences and opportunities not commonly available in larger schools. Advanced Placement courses in United States history and physics were implemented this school year. Each student who had completed the prerequisite courses was invited to enroll in AP courses.

The Middle Grades Acceleration Program (M-GAP) has been in place for two years. This program allows over-aged eighth graders to demonstrate improvement in reading and math ability in addition to earning four high school credits. Three of the M-GAP students earned five high school credits. Earning high school credits while being an eighth grader enables M-GAP students to enter ninth grade on very strong footing. Their success rate for earning a high school diploma increases with the solid foundation presented through the M-GAP program.

Community involvement increases each year. Members from the community meet annually with students sponsoring our Teen Summit. Sigma Phi Pi Fraternity recognized four seniors for overcoming adversity. All students wrote essays and competed by grade level for the Annual TurnAround Awards. A member from the community provided \$1600 to be shared with seven of these students for turning their lives around. This is our fifth year of maintaining our relationship with Marriott Vacation Club International and the Arts Center of Coastal Carolina providing exposure and career opportunities in hospitality and the arts.

All students participated in Measures of Academic Progress (MAP) testing. We completed MAP testing first and second semesters to measure deficits, strengths and improvement. MAP scores provide appropriate instructional levels to enable teachers to differentiate instruction.

Eleventh grade student surveys indicated that 100% of our students think the courses provided at Clark Academy are challenging and that teachers have the expectation that students will behave and learn. One hundred percent of the students know the rules and the consequences for breaking the rules. With a zero tolerance for violence and illegal drugs, 100% of the students feel safe at school during the school day. With respect to parents, 100% of the eleventh graders think parents are welcome at the school. With the monthly teacher/parent communications, parents know what their children are expected to learn.

Paula D. Gaffney, Ph.D., Principal  
Ellen R. Fipps, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	15	6	4
<b>Percent satisfied with learning environment</b>	86.7%	I/S	I/S
<b>Percent satisfied with social and physical environment</b>	86.7%	I/S	I/S
<b>Percent satisfied with school-home relations</b>	40.0%	I/S	I/S

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.